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ABSTRACT

ERIC abstracts on urban crises and educational administration are compiled that were announced in RIE through November 1969. The key terms used to compile this collection are "city problems," "slum schools," "urban education," "urban schools," and "urbanization." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. Fifty-seven citations are listed. (MK)

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ERIC Abstracts on:

Urban Crises in Educational Administration

EA 002 762

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ERIC ABSTRACTS:

A Collection of ERIC Document Resumes on

URBAN CRISES IN EDUCATIONAL ADMINISTRATION

Compiled by

the

ERIC Clearinghouse on
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University of Oregon
Eugene, Oregon 97403

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January 1970

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PREFACE

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INTRODUCTION

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To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on urban crises and educational administration are CITY PROBLEMS, SLUM SCHOOLS, URBAN EDUCATION, URBAN SCHOOLS, and URBANIZATION. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through November 1969. Not all of the listed documents were processed by this Clearinghouse.

Based on the document resumes in RIE, the following information is presented for each document: The basic bibliographic data (including author, title, place of publication, publisher, publication date, and number of pages); the ERIC document ("ED") number; the price of the document, if it is available from the ERIC Document Reproduction Service; and the abstract. The documents are listed alphabetically by the authors' last names and are numbered.

A subject index, beginning on page 29, is cross-referenced with the document listing. The subject terms, arranged in alphabetical order, are identical to those contained in RIE's subject index.

1. Advisory Commission on Intergovernmental Relations. Urban and rural America: Policies for future growth. A commission report. Washington, D.C.: ACIR, April 1968. 203p. ED 028 890 MF $1.00 HC not available from EDRS. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 860-350 $1.25; and from Advisory Commission on Intergovernmental Relations, Washington, D.C. 20575, 1 copy free.)

   Metropolitan areas, as a group, have had the greatest increase in population from 1960 to 1965. One of the major factors of growth has been the immigration of people from rural parts of the country. One problem created by the influx of people into the cities has been the growth of the ghetto. Conditions of the ghetto, such as overcrowding and poor sanitation facilities, are a contributing factor to riots, although not the primary cause. The Negro population, which accounts for most of the ghettos, has also increased in the urban areas from 12% in 1950 to 20% in 1965. A solution to the plight of the city is the idea of "new communities." These communities would have a predetermined population figure and would make land available for industry. Another solution would be the overhaul of land use regulations and a more effective system to control and guide developers. In conclusion, a national policy to deal with urban growth would be desirable to provide the cities with a framework in which to work more effectively in solving their growth problems.

2. Alkin, Marvin C. Revenues for education in metropolitan areas. Chapter VI, metropolitanism: Its challenge to education, 1968. Sixty-seventh yearbook, part 1. Chicago: National Society for the Study of Education, 1968. ED 024 109 Not available from EDRS. (Available from The University of Chicago Press, University of Chicago, Chicago, Illinois; complete yearbook 393 pages, $5.50.)

   For local school districts to provide equal educational opportunities throughout a metropolitan area, a school organization plan should distribute population among districts in such a manner as to maximize the aggregate expressed demand for educational services and to provide relatively equal financial support. Consolidation of contiguous districts and unified countrywide or multicounty government plans are inadequate. A better solution to the financial needs of metropolitan areas lies in the creation of school districts that are relatively comparable in financial resources and educational needs, internally heterogeneous, competitive with nonschool and other school governments, and large or small enough in size to be free from the constraints of economies and diseconomies of scale. For State aid to

be effective in equalizing educational opportunities among districts within its boundaries, a satisfactory index of educational need must be developed and applied. For Federal aid to be effective, block grants give promise of filling the need for the distribution of Federal funds on an equitable and acceptable basis.

3. Allen, James E., Jr. Urban education--today's problem, tomorrow's hope. Address given at the inaugural dinner of the Center for New York City Affairs, New School for Social Research, New York City, May 4, 1965. 25p. ED 024 715 MF $0.25 HC $1.35.

   This address outlines many of the problems confronting urban education. Listed as needs which are important prerequisites are such imperatives as adequate financing, changing attitudes, innovation, equalization of opportunities for the disadvantaged, and preparation and retraining of teachers. The author discusses the structure and organization of the urban school system, the elimination of racially segregated schools, and the creation of entry level jobs for youth. The apathy of the general public toward public education is noted, as well as the responsibility which the State must assume in the provisions for public education.

4. Bowser, Vivian R., and others. Baltimore, Maryland, change and contrast--the children and the public schools. Report of an investigation. Washington, D.C.: National Education Association, May 1967. 90p. ED 012 094 MF $0.50 HC $4.60.

A special committee investigated educational problems in Baltimore related to public schools in the inner city. Observations were made at 24 schools in the inner city, the outer edges of the city, and the intermediate areas. Most of the problems were rooted in the slums where the majority of pupils are Negro, teachers are underpaid, buildings are inadequate and poorly maintained, schools are understaffed, and the school system is underfinanced. Because of years of neglect, slum schools fail to provide disadvantaged students with education equal to that provided in the city's predominantly white suburban schools. Data are given concerning percentage of provisional teachers, continued use of inadequate facilities, extent of recent school construction, vocational training programs, disparity between State and city per pupil costs for instructional supplies, budget requests and appropriations, tax support, class size, and ratio of staff to pupils and to teacher earnings. Specific recommendations include improving the financial base for the city's school system and engaging the constructive assistance of civic agencies and officials primarily responsible for initiating action. Sanctions against the city school system's lack of corrective action are appended.

5. Chase, William W. Problems in planning urban school facilities. Washington, D.C.: Office of Education, Department of Health, Education and Welfare, 1964. ED 021 391. Not available from EDRS. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, catalog number FS.221:21023, for 30 cents.)

   Undertaken to identify, compile, and describe characteristic problems of school facilities planning in metropolitan areas, this study included the 50 largest cities in the United States. The study analyzes the effects on school planning of social, economic, and cultural changes caused by population movement and land use, and controls. Coordination of local, State, and Federal government agency plans are stressed for school planning. Adapting buildings to future needs, site limitations, economy of the site in terms of acquisition and development costs, location of the site relative to present and future school population, community understanding, and approval of the educational program are also stressed.

6. Clark, Stephen C., and others. Urban education systems analysis. Washington, D.C.: National Center for Educational Statistics, January 20, 1967. 16p. ED 013 528 MF $0.25 HC $0.90.

   An analysis of urban educational systems may be achieved by use of an analytical model. The model may be used in decision-making regarding school location, enrollment, facilities, organization, programs, and costs. Known data such as monies available, staff allocation, and current school plant are introduced into the model. In the structure of the model, an initial investment policy (building) is proposed by the administrator. The proposal is related to (1) an urban submodel which combines pupil population, location, transportation needs, and socioeconomic characteristics of the community; (2) a school submodel which describes the school program, site specifications and development plans, staff specifications, and space and equipment provisions per pupil by instructional area; and (3) a cost submodel which helps to estimate accurately total per pupil expenditure for remodeling existing facilities compared to new site and construction proposals, per pupil transportation expenditures, and current operation costs. In an interaction submodel, the urban, school, and cost submodels are combined. Another submodel evaluates benefits and costs per pupil in relation to educational objectives. The resulting examination submodel alters, through feedback, the original proposal, thus justifying, modifying, or eliminating the initial investment policy.

7. Cleage, Albert B., Jr. Inner city parents' program for quality education in Detroit inner city schools. Integrated Education, v.5, n.4, issue 28,

(August-September 1967), 9p. 1967. ED 020 220 MF $0.25 HC $0.55.

In this article the chairman of an inner-city association of parents criticizes the Detroit Board of Education for failing to educate inner-city students. He maintains that comparisons of countrywide school achievement data and the results of examinations for military service show that inner-city schools do not adequately prepare students for either work or college entrance, and that the preponderance of white teachers and administrators represents a perpetuation of a discriminatory system to exclude qualified Negroes. A proposed program for immediate steps includes (1) new placement practices so that administrative vacancies, both citywide and in inner-city schools, would be filled by Negroes in proportion with the Negro school population; (2) new testing machinery for administrative promotion; (3) statewide minimum achievement standards; (4) equal distribution of uncertified personnel; and (5) curriculum changes to offer instruction in Negro culture so that the self-image and racial pride of Negro students would be enhanced.

8. Clements, H. Millard. Cities and schools. Phi Delta Kappan, v.49, n.2, (October 1967), 5 p. ED 021 007 MF $0.25 HC $0.35.

This discussion of urban education briefly analyzes the operational framework of large cities and schools. It is felt that the present educational system, which provides only one form of education for all pupils, incongruously reflects the adherence to established values, limited opportunity for choice, and general routinization which are characteristic of small town schools. If urban schools are to be meaningful, they must preserve the basic freedoms and amenities of city life. Educators in large cities should encourage educational diversity and independent thinking, and be willing to take risks. Curriculum material should be authentic and accurate. Other innovations might include the decentralization of city schools and the construction of educational parks which would offer a variety of educational opportunities.

9. Cohrs, Ray M., and others. Detroit, Michigan--a study of barriers to equal educational opportunity in a large city. Report of an investigation. Washington, D.C.: National Education Association, March 1967. 114p. ED 011 705 MF $0.50 HC $5.80. (Also available from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036; NEA stock no. 165-04948 25M.)

In March 1966, the Detroit Education Association requested that the National Commission on Professional Rights and Responsibilities of

the National Education Association conduct a full scale investigation of the alleged gross inequality of educational opportunities available to Detroit's youth. The commission discovered that the root of the problem lay in the structure and substance of the urban society itself. Since 1960, there has been a rapid movement of middle and upper-middle class whites to the suburbs and a large immigration of low-income Negroes into the center city. Businesses have moved to the suburbs, and the lowered tax base and property value have resulted in a lack of tax funds for the financing of center city education. Consequently, there is an insufficiency of classroom space and qualified teachers, excessively high teacher turnover, communication failure between administration and teaching staff and between school system and economically disadvantaged communities, de facto segregation, and an achievement gap between low-income area schools and middle- and upper-income area schools. The commission recommended development of the center city in the areas of (1) fiscal reform, (2) teacher preparation, (3) urban planning, (4) de facto segregation, (5) higher education, and (6) public relations.

10. Congreve, Willard J. Institutional collaboration to improve urban public education with special reference to the city of Chicago. (Urban Education Development Project). Final report. Illinois: University of Chicago, March 15, 1968. 127p. ED 023 781 MF $0.50 HC $6.45.

This feasibility study sought (a) to determine how the University of Chicago, The Woodlawn Organization, and the Chicago Public Schools could collaborate to improve inner-city public education, and (b) to develop an operational plan for such collaboration. Necessary collaborative dialogue was developed and maintained through the creation and operation of the Woodlawn Community Board, a 21-member group consisting of seven representatives each from the Chicago Public Schools, the Woodlawn Organization, and the University of Chicago. The project staff undertook to answer four questions: (a) What are the critical problems and educational needs in the East Woodlawn community? (b) What new ideas can be generated and implemented in response to the problems and needs? (c) What new ways of working together need to be established? (d) How can the new institutional relationships and activities be financed? As a result of the study, the Chicago Board of Education established the Woodlawn Experimental District and identified a stream of three schools (K-6, 7-8, 9-12) for initial experimentation. It also recognized the Woodlawn Community Board as the body which will review all activities related to the experiment and make recommendations concerning them to the General Superintendent and the Chicago Board of Education.

11. Cunningham, Luvern L. Is decentralization of control a partial answer in big city school districts? Paper presented at the annual meeting of the American Association of School Administrators, 101st--Atlantic City, New Jersey, February 18, 1969. 27p. ED 027 638 MF $0.25 HC $1.45.

One possible solution to the problems of urban schools--such as student disenchantment, community tension, and teacher aggressiveness--is to give some of the control over school districts back to the communities themselves, that is, to reverse the trend of centralization. Concerning school government, three types of values need to be considered--those concerned with the school program, those having to do with the financing of education, and those having to do with the consumer of public education. A study of the Louisville and Jefferson County, Kentucky, schools recommended a mixed pattern of educational government for that area, but the plan was never implemented. Nevertheless, experimentations with new forms of educational government are needed as a prelude to large-scale educational government reform. Two types of these experiments are invention and adaptation. Invention would include models of the completely planned, future-oriented urban environment without reference to existing economic, political, or social institutions. The adaptation model would be created out of existing social, political, and economic systems, but be capable of substantial adaptation to achieve a set of logically determined values. Decentralization is concluded to be no more than a partial answer in big-city school districts.

12. Dakin, Ralph E. The social aspects of urbanization, a sociological perspective on communities with an emphasis on the social aspects of urbanization. Kansas State University short course series in planning and development. Manhattan: Agriculture and Applied Sciences, Kansas State University, April 1967. 53p. ED 016 177 MF $0.25 HC $2.75.

The sociological perspective developed in this monograph (part of a Kansas State University series on community planning and development) focuses on the demographic and ecological structuring of communities both large and small, the character of social organization and of interaction in communities (including patterns of voluntary participation and nonparticipation), community power structures and leadership, community cleavages and conflict, and the trend toward greater interdependence among communities. An attempt is made to set forth the trends that have occurred because of urbanization and to examine implications for community planning and action. In particular, an opportunity to improve the distribution of facilities and services in

Kansas is seen in the optimistic responses of community leaders to a recent survey on the feasibility of forming integrated complexes of small communities. (The document includes eight charts and 32 references.)

13. Deines, Vernon, and Richards, Lowell, (Eds.). The process of urbanization. Proceedings of a community development conference. Manhattan: Center for Community Planning Services, Kansas State University, December 1966. 34p. ED 016 907 MF $0.25 HC $1.80.

These abstracts of conference papers indicate forces and aspects of urbanization. Anything contributing to the development of strong social ties is healthy and anything destroying viable neighborhoods is unhealthy. Since minimum size of market and supply areas are preconditions for sustained urban growth, neighboring communities would increase their market area and growth potential by cooperating. Since political boundary lines make it impossible for a single unit of government to make a comprehensive decision for a total interdependent area, alternatives such as city and county consolidation must be found. To enable long-range planning to eliminate crises in transportation and public facilities, urban centers must receive active and adequate fiscal and technical support from all levels of government. (Procedures and outcomes of a gaming simulation are outlined, showing that the game discloses critical data required to make decisions concerning any multicity region.)

14. Dost, Jeanne. Reassessment of the school location problem--a multifunctional role for the school in the urban environment. Paper presented at the Western Regional Science Association Meeting--San Diego, California, February 1-4, 1968. 8p. ED 019 756 MF $0.25 HC $0.50.

Rising pressures of competition for land in urban areas suggest the need for novel approaches to planning public land use for fostering higher levels of living desirability of the urban environment. Empirical investigations in both economic and noneconomic disciplines serve as the basis for a broader concept of the urban school location problem. To the extent that the functional production potential of the school facility can be expanded through uses and services other than education, school site decisions can be integrated with the more general problem of urban planning and can raise the expected rate of social and economic returns on a necessary social investment.

15. Educational Facilities Laboratories, Inc. The schoolhouse in the city. New York: EFL Inc., October 1966. 25p. ED 013 524 MF $0.25 HC $1.35.

The changing role of the schoolhouse reflects the changing nature of society. New social movements and planning concepts, shifting population composition, and new educational programs define problems to be resolved by the urban schoolhouse. The answers lie in its transformation to a community-oriented center through practical means. Joint occupancy provides a feasible economic solution to the problem of high central city land costs. Projects in two cities show integration of the schoolhouse into a multifunction facility. Cost reductions also occur in the use of public air and water rights, the conversion of existing buildings, and the rejuvenation of outmoded facilities. More comprehensive solutions to the problem of school-community relationship are found in the centralization pattern of the education park, while the problem of the peripatetic family pattern may depend upon industry's development of a successful demountable classroom.

16. Egerton, John, and Leeson, Jim. Nashville, experiment in urban school consolidation. Phi Delta Kappan, v.48, n.7, (March 1967), 3p. ED 020 267 MF $0.25 HC $0.25.

The biggest change which resulted from the consolidation of Nashville and Davidson County, Tennessee, into one governmental unit was the creation of a unified school system. Now, all but one member of the new metro board of education are new appointees, as is the director of the school system. Under this new leadership broad changes in the previously "mediocre or worse" educational quality of the schools have been instituted. Among the accomplishments of the new administration are increased tax revenues and school allocations, gains in desegregating the schools and faculties, changes in purchasing and management procedures, and the redistribution of funds in favor of disadvantaged schools. With strong backing from the mayor, the school superintendent is now planning to rejuvenate the curriculum.

17. Fantini, Mario D., and Weinstein, Gerald. Social realities and the urban school. Paper presented at the ASCD Conference--Atlantic City, New Jersey, March 10-13, 1968. 34p. ED 023 733 MF $0.25 HC $1.80.

This paper discusses the social realities which characteristically confront the urban school, how the school presently adapts to the exigencies of an urban environment, and how the school program might be better fitted to this environment. The urban realities and the psychological pressures associated with these realities are classified as (1) density and loss of identity, (2) bureaucratization and powerlessness, and (3) diversity and alienation. The relevance of socially aware school innovations to educational quality, and social reality as a means to traditional and "new" educational objectives are specificially considered.

In the context of the social realities, a beginning model of an urban school is proposed. The model program is envisioned as being responsible to students in the following areas: (1) Skills and knowledge, (2) personal talent and interest, and (3) social action and exploration of self and others. School staffing and the school-community relationship are also discussed.

18. Firman, William D., and others. Multistate conference, to strengthen State-local relationships in urban education, (New York City, November 27-30, 1966). Parts I and II. Albany: New York State Education Department, 1967. 172p. ED 027 969 MF $0.75 HC $8.70.

This document is comprised of 10 papers presented at a multistate conference on the strengthening of State-local relationships in urban education. Part I of the document summarizes the topics which are presented verbatim in part II. Topics discussed include: (1) Urban education and the demonstration cities program, (2) research and development groups and the State and urban situations, (3) inadequacies of present city and State programs for the financial support of education in urban areas, (4) legal structure of State education departments in relation to assisting urban areas, (5) increasing interrelationship of State education departments and other agencies of State and Federal government, and (6) education in the large cities in the future.

19. Fischer, John H. Urban schools for an open society. Paper presented at the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights--Washington, D.C., November 16-18, 1967. 18p. ED 015 984 MF $0.25 HC $1.00.

Despite the American credo of equal opportunity for all, "unequal education" may be needed to enable every child to develop his potential to "compete on fair terms" with the rest of society, especially those children who are handicapped by disadvantagement and racial discrimination. But compensatory education programs for this group will not be maximally effective unless they meet the disadvantaged child's individual needs. For this child a planned learning experience should begin well before the age of six and, therefore, every city should have universal kindergartens for five-year-olds and preschool programs for four-year-olds. To capitalize on the gains of early programs, the primary grades should follow through with well-planned instruction and good teaching procedures. In addition, innovations in curriculums, in pedagogical procedures, and in the use of community resources should be more widespread and given far greater reward and recognition. At the same time, school integration within a framework

of quality education and community integration must be given top priority, and the organizational structure of school systems should be reformed to meet current and future community needs and development. But this responsibility is not the schools' alone but also that of all urban public institutions.

20. Getzels, J. W. Education for the inner city: A practical proposal by an impractical theorist. Address given at the University of Chicago Dinner, the American Association of School Administrators meeting--Atlantic City, February 13, 1967. 17p. ED 025 451 Not available from EDRS. (Appeared in The School Review, Autumn 1967, pp. 283-299.)

Urban education problems require long term conceptual analysis leading to reconstruction. Focused preparation is necessary; that is, prospective teachers, counselors, psychologists, and administrators must learn to understand each other's problems and functions, and the educational and other issues confronting them in the inner city, so they can cooperate more effectively in the school situation. Preparation must also be coordinated. At least a nucleus of school personnel must be put into the schools with some working relations already established among them so that together as a team they might have greater impact in fostering change than if trained and placed individually. Rather than add newly trained personnel one by one to schools where they may easily become habituated to preestablished ways of doing things, it would be better to add cadres of newly trained personnel to institute procedures to which the old personnel may become accustomed. Finally, a demonstration and induction school, a place to prepare and induct school personnel for work in the inner city and to maintain communication and the exchange of ideas between the university and the school district, is necessary for translating the new methods and materials of the laboratory and the experimental project into the practices of the inner-city school.

21. Gittell, Marilyn, and others. Investigation of fiscally independent and dependent city school districts. New York: Research Foundation, City University of New York, 1967. 455p. ED 017 077 MF $1.75 HC $22.85.

A two-part comparative analysis is made of large and small city school systems. Part 1 analyzes a wide range of fiscal and nonfiscal variables associated with fiscal status of city school systems. It covers the 2,788 city school districts in the United States with enrollments over 3,000. Complex interrelationships surrounding fiscal status in community and governmental relationships are identified. The study also identifies

appropriate combinations of political and fiscal controls for districts of varying size. The combination of fiscal independence, public vote, and school board elections is found to be favorable for adequate financing. Part II probes intensively into the fiscal and administrative operations of six large-city school systems (Baltimore, Chicago, Detroit, New York, Philadelphia, and St. Louis) to identify the conditioning role of fiscal status and to develop a design for further research. It also measures the outputs of innovation and flexibility as reflective of the ability of a school system to respond to changing needs. Serious doubts of the significance of fiscal status as a determinative factor for large systems arise from this study, and suggestions are made for an approach to further research using innovation as an output in a model with administrative change, community participation, and fiscal resources as inputs.

22. Greaves, Jack. A proposed new school format, continuous progress centers. Paper presented at the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights--Washington, D.C., November 16-18, 1967. 13p. ED 015 986 MF $0.25 HC $0.75.

Seattle, Washington, has made efforts to improve racial balance in the schools by instituting voluntary, mandatory, and reverse transfer programs, in which 1,500 Negro and 90 white students have already participated. Moreover, in anticipation of increased inmigration, the city has developed a new type of school structure for urban living, the continuous progress concept, a reorganization of the schools which counteracts the racial, social, and cultural isolation of the neighborhood school. As part of the concept,primary school will serve children from preschool through grade four, after which students will move on to an intermediate continuous progress center which will serve a larger community. Total enrollment in this center will be from 1,800 to 3,000, but children will belong to individual schools. Students will benefit from special resources and facilities and from the varied social milieu possible in a large center. From ages 13 to 17 students will attend secondary continuous progress centers which offer diversity, specialization, and instructional innovations, as well as some occupational preparation. From these units pupils will move on to cosmopolitan community colleges. Self-pacing will enable students to progress through the schools at their own rate. However, the special voting procedures for educational financing in the State and some minority opposition complicate the fruition of this concept.

23. Herriott, Robert E., and St. John, Nancy Hoyt. Social class and the urban school; the impact of pupil background on teachers and principals.

1966. ED 023 715 Not available from EDRS. (Available from John Wiley and Sons, Incorporated, New York, New York.)

A national study of the social class composition of 490 schools in 41 large cities is reported. The emphasis is on the social class composition of schools rather than individual pupils. The dependent variables in this research on social stratification deal mainly with behavior, attitudes, and attributes of the key teachers and principals who can have a positive or negative influence on students. Chapters deal with the background of this study, school socioeconomic status (SES) in relation to parental and pupil correlates, characteristics and origins of teachers, and teacher morale, satisfaction, and performance. Also discussed are the principal and his role in schools of different SES and the effects of school level and school race on the relationship of school SES to the characteristics of pupils and staff. Appendixes include statistical data and technical details as well as specimen research instruments.

24. Howe, Harold, II. The city is a teacher. Paper presented at the annual civil assembly of the City Club of Chicago, Chicago Bar Association--Chicago, Illinois, May 13, 1966. 13p. ED 019 377 MF $0.25 HC $0.75.

The problem of poverty in the city ghetto forms a complicated chain of discrimination and lost opportunities for which all Americans pay. Costs are incurred from poor education, unemployment, waste of individual talent, rising crime rates, military service rejection rates, and other social problems. The education link in this chain is the segregated, inferior school. Recent efforts aimed at improving ghetto schools include Title I of the Elementary and Secondary Education Act and the National Teacher Corps. At the national level, the U.S. Office of Education has been responsible for about 100 programs. Measures for improving the ghetto school at the local level should include increased financial support and special services such as counseling and guidance, small classes, remedial instruction, and medical aid. The opportunity for and expectation of performance by disadvantaged children must be created to facilitate this goal, and city school systems must adopt policies that will guarantee the assignment of experienced and specially trained teachers to ghetto schools. A more drastic measure which will be needed is the alteration of political and social boundaries. Racial and socioeconomic segregation could then be broken by the choice of new school sites and by the development of centralized school complexes.

25. Howe, Harold II. Our short-changed schools. Paper presented at the annual conference of National Association of State Boards of Education--New York, September 26, 1967. 14p. ED 013 785 MF $0.25 HC $0.80.

The present inequities in financing urban education are attributable to (1) the high cost of public service in the city as compared to other areas, which results in cities spending more per citizen than the corresponding suburban areas, and less per citizen on education; (2) the fact that present State formulas of aid to local school districts were originally designed to reduce the disparity between a State's well-financed urban schools and its money-starved schools elsewhere; and (3) the fact that urban schools are more expensive to build and operate (including the cost of supplemental services for the many deprived children found in higher proportion in the cities). Federal aid has been slow in coming, but breakthroughs have been achieved in recent years through congressional programs. However, the States must recognize the need to change distribution formulas so that the cities get a larger per pupil share, which would require additional State funds for all schools. Funds for better teacher education must also be allocated, and the new Education Professions Development Act will help. In addition, the cities must change their planning and policy so that the education they provide with new funds is designed to serve the special needs of the pupils they have now.

26. Howe, Harold II. The strength of a sparrow. Paper presented at the Urban Schools Conference--Washington, D.C., September 22, 1967. 16p. ED 012 972 MF $0.25 HC $0.90.

Unequal distribution in some States of State tax monies for schools has resulted in a much higher proportionate funding for suburban schools than urban schools. This fiscal inequity is due to excessive reliance upon the number of dollars of assessed value behind each student in the district and to failure by the States to recognize the disproportionate extent of a city's obligations to provide municipal nonschool services. Federal Government educational support assists in the correction of this imbalance by providing (1) additional money for services for all school children and (2) special educational services for the culturally deprived child, otherwise headed for failure. Pittsburgh's success in improving its financial support and educational program was achieved by an appointed board of education which enjoyed broad public support of city business, minority, and intellectual communities. Both a more realistic perception of the role of the school in the community and a systematic coordination of all possible resources are needed. Seven new approaches to old problems are made, including (1) consortiums with open enrollment for junior and senior high school students, (2)

individual scheduling for achieving as well as nonachieving students, and (3) involvement of parents as aides and participants in the school's decision-making process.

27. Levine, Daniel U. Organizing for reform in big-city schools. Phi Delta Kappan, v. 48, n. 7, (March 1967), 6p. ED 020 266 MF $0.25 HC $0.40.

Proposed is the establishment of a new department in large urban school districts to be responsible for identifying and correcting dysfunctions in the schools. One unit of such a department would be authorized to conduct inspections which could reveal conditions and situations contributing to the poor functioning of urban schools. This unit could also initiate corrective action. Another departmental division serving as ombudsman would investigate citizen and school staff grievances. It is felt that this proposed structural change might help "realign and revitalize a poorly functioning bureaucracy."

28. Marland, S. P., Jr. Financing big city schools: Some possible breakthroughs. Paper presented at the annual meeting of the American Association of School Administrators--101st, Atlantic City, New Jersey, February 17, 1969. 14p. ED 027 637 MF $0.25 HC $1.80.

Among the many factors contributing to the crisis in big-city school finance are (1) the inmigration of the poor to the cities accompanied by the outmigration of the higher-income people; (2) higher teacher salaries; (3) the new mandates placed on schools such as cradle-to-grave accommodation in educational opportunities, manpower retraining, mental health, self-realization for all, nutrition, and the education of deprived parents; (4) the relative decline in the share of funds going to cities; (5) the municipal overburden of total costs of running cities; and (6) the relatively small amount of Federal funds reaching the cities. Several possibilities exist for easing this crisis: (1) Increases in Federal support, (2) a State aid distribution formula that recognizes the fact of municipal overburden, (3) a State aid formula revision that takes account of population density, (4) a State support formula based on median family income rather than on assessed evaluation of property, and (5) a metropolitan system of taxation set up so that those who move from the city to the suburb will help pay for the problems which this movement causes the city.

29. Mason, Robert E. Decline and crisis in big-city education. Phi Delta Kappan, v. 48, n. 7, (March, 1967), 6p. ED 020 265 MF $0.25 HC $0.40.

Current population trends have created vast educational problems in large urban centers. While thousands of low-income Puerto Ricans and Negroes have migrated to central-city areas, white middle class persons and expanding industries continue to relocate in the suburbs. At least three out of every 10 public school pupils attend schools in large-city systems. However, because good teachers are frequently drawn to the more prestigious suburbs where higher salaries are offered, large-city schools are understaffed and overcrowded. Moreover, large-city systems, unlike the more autonomous suburban and small-city schools, are largely controlled by the general municipal government and by city businessmen who are concerned with lowering taxes and "preventing ideological heresy." Although schools in small cities remain strong and continue to function democratically, small cities themselves are a vanishing entity. Educational policy makers must therefore begin to formulate policies in keeping with the increasing number of schools in large cities.

30. National Association of State Boards of Education, and Ohio State Board of Education. Education symposium on urban problems (Columbus, Ohio, December 13 and 14, 1966). Columbus: National Association of State Boards of Education, Northeast Region; Ohio State Board of Education, 21p. ED 023 739 MF $0.25 HC $1.15.

This symposium on urban education and urban environment heard addresses by several State and city superintendents of education, a representative of HEW, the director of the NAACP, the president of the National Association of State Boards of Education, and a professor and columnist. Discussed were such topics as the leadership role of State education departments in urban education, the activities of the Federal Government, the problems and experiences of Cleveland, the issues of the organization of the teaching profession, and the drive for racial equality. Also included are remarks on State boards and the role of these boards in urban problems.

31. National Council for Effective Schools. Design for an effective schools program in urban centers. Revised. Chicago: National Council for Effective Schools, August 1966. 32p. ED 023 757 MF $0.25 HC $1.70.

Proposals for the educational improvement of underprivileged urban schools were developed by the American Federation of Teachers. The scheme is predicated on the assumption that each component is essential and integral. Specifically, the proposals recommended that schools have a ceiling of 100 pupils with various procedures available to relieve crowding. Class size should be limited to 18 to 22, with a pupil-adult ratio of 12 to 1. Principals should be carefully selected

and their functions should be strictly educational, with assistants performing administrative duties. Present staff should be retained and volunteer teachers recruited for one year service in these schools, with the guarantee of transfer without prejudice if necessary. Staff must be closely involved in school policy formation and must be given up-to-date educational materials and supplies promptly. Other recommendations concern specialized personnel and their relationship with the teaching staff, the special needs and problems posed by the disturbed or educationally handicapped child, community involvement, and school integration. Ongoing evaluation and provisions for changes are also important. The proposal concludes with a resume of the More Effective Schools program in New York City.

32. National League of Cities. Education and manpower strategies and programs for deprived urban neighborhoods: The model cities approach. Final report. Washington, D.C.: Department of Urban Cities, National League of Cities, May 1968. 149p. ED 025 629 MF $0.75 HC $7.55.

This report attempts to identify effective strategies that might be used by city and school administrators in planning, initiating, and coordinating comprehensive deprived neighborhood manpower and education programs. It is the result of a 4-day workshop of leaders in local government and school systems, held in late 1967 at the University of Maryland, and involving 42 persons from 15 cities that had submitted Model Cities planning grant applications. Fifteen papers (included in this report) were delivered by some of the 28 expert practitioners, academicians, and Federal administrators in the fields of education and manpower who served as the workshop faculty. The workshop focused on new strategies and programs, innovative approaches to a cooperative action by all agencies, and comprehensive manpower and education development operations, but no single strategy for success was uncovered. Experimentation, collaboration, and compromise were recognized as essential and certain guidelines for cities were developed, including: (1) Citizen participation in the planning and implementation of programs should be encouraged, (2) cooperation and coordination between city hall, the schools, and others must be achieved, and (3) the Model Cities approach embodies the necessary elements and is the best current example of the paths to be followed to solve the urban dilemma.

33. National School Boards Association. New dimensions in leadership. Proceedings of the convention of the National School Boards Association (Detroit, Michigan, March 30-April 2, 1968). Evanston: National School Boards Association, 1968. 90p. ED 023 161 Not available

from EDRS. (Available from National School Boards Association, 1233 Central Street, Evanston, Illinois 60201, for $2.50.)

This document contains six major addresses, three workshop presentations, the texts of 25 resolutions, and a statement of beliefs and policies adopted by assembly delegates. Ths titles and authors of the addresses are (1) "Education and Real Life," Bel Kaufman, (2) "Education and the Urban Crisis," Carl B. Stokes, (3) "New Dimensions in Leadership," Harold V. Webb, (4) "School Boards and the Promise of America," Mrs. Leonard L. Mancuso, (5) "Innovation Interrogation: The Non-Graded School," B. Frank Brown, and (6) "State Government Effectiveness is Essential," Calvin L. Rampton. The titles and authors of the workshop presentations are (1) "Crisis in City Schools: Whose Headache?," Norman Drachler, (2) "Teacher Power and School Board Response," Wesley Wildman, and (3) "School Boards and Federal Legislation," Paul N. Carlin.

34. National School Boards Association. Survey of public education in the member cities of the council of big city boards of education. Evanston: National School Boards Association, November 1968. 33p. ED 026 726 MF $0.25 HC not available from EDRS. (Available from National School Boards Association, 1233 Central Street, Evanston, Illinois 60201, for $5.00.)

Information about school operations in 50 cities with a core population of over 300,000 is presented in an attempt to reveal something about changes taking place. Relating generally to trends in population, enrollment, and finance and to boards of education, 37 items of data are presented for each city. These include: Number of teachers and administrators, areas of school districts, instructional budgets, fiscal dependence or independence, percent of students in nonpublic schools, number of members on the board, method of choosing the board, length of term of office of board members, payment of board members, number of women on board, racial composition of board, and number of board meetings held.

35. New York City Commission on Human Rights. Education in crisis: A report on decentralization, teacher training and curriculum in the New York City public schools. New York: New York City Commission on Human Rights, December 1968. 75p. ED 028 221 MF $0.50 HC $3.85.

This document contains testimony presented at the public hearings of the New York City Commission on Human Rights. The hearings of this commission focused on two problem areas--decentralization and

teacher training, and curriculum. The burning issues of anti-Semitism and black or white racism in the schools were concerns of a special investigatory committee appointed by the mayor and are only occasionally mentioned in these hearings. Witnesses included professors from schools of education, labor union officials, teachers from various areas in the city, representatives of community, civil rights, and religious organizations, and some private citizens.

36. O'Brien, Richard J. Cost model for large urban schools. Washington, D.C.: National Center for Educational Statistics (DHEW), April 26, 1967. 26p. ED 013 527 MF $0.25 HC $1.40.

This document contains a cost submodel of an urban educational system. This model requires that pupil population and proposed school building are known. The cost elements are: (1) Construction costs of new plants, (2) acquisition and development costs of building sites, (3) current operating expenses of the proposed school, (4) pupil transportation costs, (5) instructional equipment costs, and (6) debt service costs. Variables cited that determine construction costs of new schools are administration costs, space per pupil, total pupils, and the square foot cost. From evidence presented, the assumption that larger school plants cost less per pupil cannot be supported. Quantity rather than quality of building was considered. Land costs are determined by cost per acre, land needed for type of school, land needed per pupil, and total number of pupils. Current operating costs are estimated from salary level and number of staff, educational level and number of pupils, and teacher-pupil ratio. Transportation expenses are determined from equipment cost, maintenance and storage cost, pupils transported, effective capacity of bus per mile cost of operation, bus speed, and pupil collection time. Instructional equipment costs are determined from purchase and maintenance costs, and number of pupils using equipment. Debt service costs are estimated from construction, bus, equipment, land purchase, interest variables, and amortization schedule.

37. O'Brien, Richard J. A model for the determination of school attendance areas under specified objectives and constraints. Washington, D.C.: National Center for Educational Statistics (DHEW), January 22, 1968. 17p. ED 018 859 MF $0.25 HC $0.95.

This technical note, one of a series published on the urban education model, presents a model for determining required school attendance areas when restrictions have been placed on the racial and/or social composition of each school plant. These attendance areas are generated in a manner insuring the assignment of students which minimizes

the total "distance" traveled by all students. The methodology allows for systematic study of the relationship between school location decisions, racial and social compositions of schools, and objectives such as the minimization of total student travel time. Inputs required to conduct such analyses include the existing distribution of school plants, the location of proposed plants, and the geographic distribution of students defined by their racial, social, and age characteristics. The analysis consists of (1) the definition of the proposed and existing school plant(s) by location, age group, and capacity; (2) data that define the student population cross-classified according to areal unit, racial group, social class, and age group; (3) proportions of racial and social mixes for the individual school plants; (4) an objective function such as minimizing the total distance traveled by all students; and (5) solving the model to yield the assignment of students to schools.

38. O'Brien, Richard J., and Lyle, Jerolyn R. Outline of an Urban Educational Model. Washington, D.C.: National Center for Educational Statistics (DHEW), January 22, 1968. ED 018 860 MF $0.25 HC $0.95.

This technical note is a nontechnical discussion of the urban education model, an analytic, symbolic model to be used in planning the location and enrollment size of urban schools. Among the educational alternatives that may be considered by the methodology presented are the "great high schools" and the "educational parks." The central orientation of the urban educational model is planning the location and enrollment size of elementary and secondary school plants. Four submodels compose the general urban education model. The urban submodel determines attendance area boundaries by assigning pupils to schools so as to achieve given objectives. The school submodel estimates space and staff requirements per school. The cost submodel estimates the cost implications of attendance area boundaries and space-staff requirements. The effectiveness submodel assures that a prediction of achievement levels on an aggregated school plant basis may be made based on the variables defined in other submodels, that is, student socioeconomic and school variables. The model does not yield a "solution" but does provide an array of measures of potential use to the school administrator.

39. O'Brien, Richard J. School submodel for large urban schools. Washington, D.C.: National Center for Educational Statistics (DHEW), June 21, 1967. 18p. ED 013 500 MF $0.25 HC $1.00.

A submodel of the model developed in technical note 24, "Urban Education Systems Analysis," (a total decision-making procedure for the allocation of resources for large educational facilities) is further specified. The school submodel is concerned with the definition of

the basic input data representing educational policy on facilities, staff, and programs. The objective of this paper is the specification of these inputs, their interrelationships, and the presentation of the data in the form necessary for the later evaluation of costs and effectiveness. Four types of information are generated from the model for use in educational policy: (1) Facility requirements in terms of total school plant size and functional space allocation, (2) staffing requirements by number and occupational categories, (3) special program requirements in terms of staff and space, and (4) staff and space implications of scheduling modifications.

40. Passow, A. Harry. Studies of big city school systems: A comparative analysis of methodologies--curriculum. Paper presented at the annual meeting of the American Educational Research Association--Los Angeles, California, February 7, 1969. 22p. ED 027 613 MF $0.25 HC $1.20.

Methodologies used in studies dealing with curriculum in four big-city school systems (Washington, D.C., Columbus, Detroit, and Cincinnati) are compared. The Washington study receives the most attention. The comparison is somewhat hampered by lack of detail about what was done and the techniques and instruments used. All four studies imply that curriculum and the instructional process consist of many components other than course offerings, and all rely on descriptions of students, teachers, syllabi, prescribed curricula, and materials. Little was done to analyze the interactions and relationships among the various elements of the instructional system. Each study presumes that curricular changes, improvement, and upgrading can all be generated within the present system. None of the surveys recommended a radical reconstruction that would result in totally new programs, new support systems, or use of new personnel or material resources. Finally, although the studies suggested directions for change, they neglected the sequencing and timing of steps to implement these recommendations. A survey using a PERT approach is suggested to help overcome this latter limitation.

41. Passow, A. Harry. Toward creating a model urban school system--a study of the Washington, D.C. public schools. New York: Teachers College, Columbia University, September 1967. 598p. ED 013 288 MF $2.50 HC $29.90.

Extensively reported are the findings and recommendations of a comprehensive 15-month study of the Washington, D.C., public schools. Such a survey, it is felt, will help to create a model urban school system which will offer pupils quality education differentiated to meet

their individual needs. Thirty-three specialized task forces collected data on all aspects of the school systems--pupil population, professional staff, instructional program, materials, administration and organization, services, plant, resources, finances, community relationships, and work with nonschool agencies. The study committee found among other things that (1) school grouping procedures were both abused and abusive, (2) the school system was becoming rapidly resegregated, (3) curriculums were not particularly adapted to an urban population, and (4) academic achievement was substandard. Among the recommendations for instructional organization are proposals that the citywide tracking system be abolished and that preschool education become a regular school system policy. Recommendations for school integration include suggestions that experimental metropolitan school parks be established and that there be better racial balance of students and faculties in existing schools. It is also suggested that there be community schools which would offer services based on neighborhood needs and that teachers and principals of individual schools should be largely responsible for curriculum redevelopment. Recommendations are also made for changes in staffing practices, budget policies, pupil and welfare services, and vocational, adult, and continuing education, among others.

42. Randolph, H. Helen. Urban Education Bibliography: An annotated listing. New York: Center for Urban Education, April 1968. 110p. ED 024 474 MF $0.50 HC $5.60. (Also available from Center for Urban Education, 105 Madison Avenue, New York, New York 10016, for $1.00.)

This annotated review of literature brings together research reports, articles, books, and other publications concerning urban education. The contents are designed for researchers, teachers, students, administrators, and policymakers. The references are primarily from material produced from September 1964 through December 1965. The bulk of the material focuses on minority group integration into the educational, social, and economic institutions of the country; the classroom and procedures of inner-city schools; the teachers and students of these schools; the curriculums and teaching techniques; the involvement of community and parents; and the role of school boards, politics, and bureaucratization as they affect these schools. Review notes indicate where data are lacking and list other bibliographies. Approximately 1,000 annotations are arranged under subject headings. Both a subject listing and Library of Congress listing are included. An unannotated list of some 350 entries is also included. An author index is provided for cross-reference.

43. Ravitz, Mel. Cities are changing. Educational Leadership, v. 25, n. 1, (October 1967), 6p. ED 020 963 MF $0.25 HC $0.40.

The effect of physical and social changes in large cities are discussed. Population growth in the last few years has occurred primarily in the suburbs. Urban renewal has realigned and relocated the races and the social classes, and freeway construction has created interurban strips. Casualties of these changes are crowding the middle neighborhoods of the city, where new slums are developing. As a result, the public schools are experiencing problems of financing, districting, and culture clash. Because schools can no longer rely on revenues from a shrinking property tax base, increased Federal assistance and/or State income taxes will be necessary. Interdistrict competition should be eradicated, and more than compensatory education is needed to minimize the culture clash. (Although the article applied to large U.S. cities in general, examples are drawn from conditions in Detroit.)

44. Redfern, George B. Monitoring the urban education front. Paper presented at the annual meeting of the American Association of School Administrators 101st--Atlantic City, New Jersey, February 15-19, 1969. 18p. ED 027 636 MF $0.25 HC $1.00.

Big-city administrators face a multitude of problems falling under three general headings--finance, discontent, and educational programs. Factors contributing to the financial problems in big cities include (1) the decline in the proportion of manufacturing employment compared to that of suburban areas, (2) decreases in taxable assessed valuation, and (3) the failure of State and Federal aid to equalize the maldistribution of local available resources. Discontent is evidenced by teacher militancy, parent alienation from the power structure of the system, and student activists rebelling against authority. One writer argues that the trouble with much of the education of disadvantaged children is that it is not quality education. Compensatory education has been an attempt to correct this situation, but with only marginal success. There has been an abundance of programs, projects, and processes introduced to improve urban education, including Head Start, Upward Bound, the Teachers Corps, Central Cities Projects (CCP, and many others. Under the auspices of CCP both old and new programs are being used to improve inner-city education in such cities as Syracuse, Seattle, Los Angeles, Milwaukee, San Diego, Memphis, and New Orleans.

45. Rideout, E. Brock, and Najat, Sandra. City school district reorganization: An annotated bibliography. Centralization and decentralization in the government of metropolitan areas with special emphasis on the organization, administration, and financing of large-city school systems. Educational Research Series no. 1. Toronto: Ontario Institute for Studies in Education, January 1967. 93p. ED 027 598 Not available

from EDRS. (Available from Publications, The Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario, Canada, for $1.00.)

As a guide to educational administrators working in large cities, abstracts of 161 books, pamphlets, papers, and journal articles published between 1924 and 1966 are classified into five categories: (1) Centralization versus decentralization, (2) local government, (3) metropolitan organization, (4) the financing of education, and (5) the administration of education. Additional material includes a list of related bibliographies published periodically and a list of journals in the field of educational administration.

46. Rudman, Herbert C., and Featherstone, Richard L. (Eds.). Urban Schooling. 1968. 296p. ED 029 962 Not available from EDRS. (Available from Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017, for $4.50).

This collection of articles about the contemporary urban school situation is designed primarily as a textbook for courses in educational administration, urban education, and urban sociology. The volume emphasizes the need for a close relationship between metropolitan school systems and the large-city university. Included are chapters on the dimensions of urban school problems, the role of universities in relation to large school systems, the reorganization of school structure, the teacher's role in collective bargaining, and issues of school administration. Also discussed are Negro stereotypes and self-image, socioeconomic status among whites and nonwhites, and intellectual development among disadvantaged youth. Other chapters deal with academic motivation and inner-city schools, successful educational programs for disadvantaged youth, development of measurement and evaluation techniques, and guidelines for a relationship between urban school systems and the university.

47. Saint Louis Public Schools. Hard times and great expectations: An account to the community of the condition of the St. Louis public schools. Missouri: Saint Louis Public Schools, September 1967. 28p. ED 022 834 MF $0.25 HC $1.20.

Described in this report are the problems faced by the St. Louis Public Schools. Financing difficulties, the poverty of about 70 percent of public school pupils, the inadequacy of State aid, the shortage of well-qualified teachers, the exodus of whites to the suburbs, and the concentration of Negroes in the inner city are some of the issues which are noted. However, it is pointed out that Federal aid, legislative efforts for additional support, foundation grants, and some

innovative programs are helping to improve educational quality in the schools. St. Louis is also trying to integrate faculties and classrooms by teacher assignment policies and by busing and free choice transfer programs for students.

48. Schreiber, David. Holding power/large city school systems. Washington, D.C.: National Education Association, 1964. 78p. ED 022 892 MF $0.50 HC not available from EDRS. (Available from National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for $2.00.)

Findings are presented from a questionnaire survey of selected statistics of pupil enrollment, number of high school graduates in 1963, percent of students graduating based on grade 10 enrollment, and certain characteristics of large-city school systems such as organization, compulsory school age, pupil mobility, free textbooks, and free kindergartens. The major emphasis of the report is on school holding power. Returns were received from 128 cities, representing 96 percent of the total population of cities over 90,000 and 27 percent of the national population according to the 1960 Census data. Findings included: (1) Four-fifths of the school systems were organized on a 6-3-3 basis; (2) the median number of years of compulsory school attendance was 9 years; (3) 40 of the school systems had separate vocational high schools, and half indicated a gain in holding power for vocational schools in the period 1960-63; (4) the holding power rate in 1963 of the combined public school systems in the 128 cities was 70.8 percent based on grade 10 enrollment; (5) 51 percent of the pupils who were enrolled in grade 10 in vocational high schools in 1960 graduated in 1963; (6) the greatest pupil loss in both vocational schools and all systems occurred at grade 10: and (7) holding power rates were inversely proportional to city size--the larger the city, the lower the holding power.

49. Schultze, William A. The political aspects of urbanization, political considerations in community action. Kansas State University short course series in planning and development, 4. Manhattan: Kansas State University, April 1967. 37p. ED 016 178 MF $0.25 HC $1.95.

Part of a Kansas State University series on community planning and development, this monograph discusses the role of politics (here defined as the means by which conflict among diverse goals and methods are resolved or accommodated in society) and government (any institution that formally enacts and administers the rules of society) in community action. The group theory of politics, which stresses the importance of contending groups, individuals, and interests rather than of the

individual citizen, is set forth. Divisive and integrative forces at work in urban and urban-affected areas are then examined in the light of this theory. In the realm of municipal government, three basic aspects of the current legal status of Kansas cities are discussed--relationships between State and local units (including provisions of the home rule amendment), permissible forms of local government, and municipal boundaries. Problems of multiple governmental jurisdiction are considered, together with specific metropolitan schemes adopted by Toronto, Los Angeles, and Miami. The document includes 19 references.

50. Sexton, Patricia Cayo. Class struggles in the schools. In The Urban School Crisis. New York: League for Industrial Democracy, and United Federation of Teachers, AFL-CIO, 1966. 11p. ED 023 737 MF $0.25 HC $0.65.

The major issue in urban education is class conflict. The polarity of the "haves" and "have-nots" limits the schools' services to the latter group because of the generally moderate stance of most liberal school board members and their insufficient zeal in pressing the grievances of the have-nots. Bureaucratic resistance and the role of conservatives in paring school budgets are further obstructions. This kind of class conflict also permeates congressional and State aid to education. Documentary evidence of conditions in Chicago and New York City schools corroborate the statement that the class conflict is reflected in school inequalities and class-biased training. Ethnic roles are also interconnected with class roles, with the Jewish community often acting as the "swing" group on polarized issues. A new and difficult problem for urban schools is the massive task of racial acculturation. Breakthroughs may possibly come through political pressures, increased civil rights activity, amalgamation of lower-class groups, Federal aid programs, and voluntary and private efforts. Increased college opportunities, instructional innovations, unionization of teachers, and decentralization may also improve the educational quality of urban schools.

51. Shapiro, Elliott, and others. Involving community and parents. April 1967. 6p. ED 012 736 MF $0.25 HC $0.40.

The first paper of a panel, by Aaron Brown, briefly reviews some issues of parent-community involvement in the schools. He notes the increasing community concern with better teacher preparation and performance, quality integrated education, and various current educational strategies and practices. He points out that the principal is the key to the success or failure of parent-community involvement. Harry Gottesfeld states that ghetto residents have the greatest understanding

of the factors influencing the child's life and school behavior and, therefore, community people can offer considerable knowledge to teacher education. He outlines six productive roles for community residents in teacher education and in the schools. Don Watkins says that low-income communities can explain the demographic characteristics of poverty areas to teacher trainees, involve them in area activities, and offer them direct personal experiences with the poor. He urges that school systems guarantee parent-community involvement in decision making before teachers are placed in the schools and that adult education courses train residents for various professional jobs. Elliott Shapiro, in summarizing the panel papers, adds his criticism of the "aloofness and smugness" of the educational establishment, and suggests that teacher trainees be taught how to cope with this establishment.

52. Shedd, Mark R. Decentralization and urban schools. Educational Leadership, v. 25, n. 1, (October 1967), 5p. ED 020 959 MF $0.25 HC $0.35.

Educational flaws are magnified in big-city school systems because (1) the size of urban systems creates bureaucracies which cause a philosophical and procedural rigidity, and (2) urban system pupils are unable or unwilling to conform to educators' complacent notions of what children and schools should be. Programs aimed at the culturally disadvantaged fail because they are tacked on to a dysfunctional educational system. Decentralization with a concomitant climate for change is needed. Aside from an increased responsiveness and emphasis on individual and community needs, this climate would change teaching career patterns and reward systems and make greater use of community resources. Decentralization may be a way to transform both the educational system and the processes of education which it determines.

53. Sisson, Roger L. Applying operational analysis to urban educational systems, a working paper. Philadelphia: Management Science Center, Pennsylvania University, January 6, 1967. 34p. ED 012 097 MF $0.25 HC $1.80.

Operations research concepts are potentially useful for study of such large urban school district problems as information flow, physical structure of the district, administrative decision making, board policy functions, and the budget structure. Operational analysis requires (1) identification of the system under study, (2) identification of subsystems, processes, flows, and decisions, (3) development of a simulation model including behavioral and performance subsystems, (4) validation of the model, and (5) use of the model to explore such system characteristics as management control, allocation of resources, and decision flow.

54. Sisson, Roger L. Some results of a simulation of an urban school district. Philadelphia: Management Science Center, Pennsylvania University, March 30, 1967. 68p. ED 012 096 MF $0.50 HC $3.50.

A computer program which simulates the gross operational features of a large urban school district is designed to predict school district policy variables on a year-to-year basis. The model explores the consequences of varying such district parameters as student population, staff, computer equipment, number and sizes of school buildings, salary, overhead costs, and inflation effects. Past and present values of these parameters are used to calculate future trends. Administrative data which limit the model are students per staff member, space per student, and computer equipment per student. Community-established limits are the operating budget, capital budget, and computer budget. The simulator program can be used to determine the optimum policy to be adopted in terms of the foregoing parameters and limits. The Fortran program is included in the appendix.

55. Smith, Ralph V., and others. Community support for the public schools in a large metropolitan area. Final report. Ypslanti: Eastern Michigan University, May 1968. 255p. ED 026 706 MF $1.00 HC $12.85.

An extensive survey was conducted in 1965 by a team of white and Negro interviewers in an application of ecological theory to a study of the support relationship between the community and its school system. Findings are based upon interview data from a probability sample of 931 respondents selected from the population of persons 21 years of age and older living within the Detroit standard metropolitan statistical area. The study was conducted in all 94 school districts in the Detroit SMSA, including the Detroit district within the city proper and the 93 districts in the suburban areas adjacent to the city. The area's population is defined ecologically in relation to six concentric zones, based on a pattern of progressive deconcentration ranging from "inner city" to "outer suburban," with Negroes concentrated in the inner zones and whites concentrated in the suburban zones. Variables correlated with school support include zonal distribution by race, educational background, annual family income, length of residence, number of school-age children, and membership in voluntary associations. Analysis of data confirms the study's basic hypothesis that support for public schools varies in relationship to the distribution of social characteristics over urban space.

56. Stankard, Martin F., Jr., and Sisson, Roger L. On the modeling of relationships between performance and resource management in an urban school district. Philadelphia: Management Science Center,

Pennsylvania University, May 1968. 21p. ED 025 839 MF $0.25 HC $1.15.

A model is developed which relates an index of school performance to management policy under a variety of environmental conditions. The process of education is defined by the qualitative concept that education is a process of communication. In the model development, the assumed relationships among the variables (factors controllable by management and factors determined largely by the nonschool environment) are first listed and then a mathematical analog to the statements is developed. At the present stage of development the model relates changes in achievement test scores (on a school by school basis) to pertinent resource input factors. Data from a sample of schools is used to estimate parameters and to test the model's ability to predict performance from management policy. The results of the empirical work are presented and practical implications for further research and for school system administrators are discussed.

57. Vontress, Clemmont E. Our demoralizing slum schools. Phi Delta Kappan, v.45, n.2 (November 1963), 6p. ED 020 232 MF $0.25 HC $0.40.

This article describes some of the educational inequalities in ghetto schools and the subsequent demoralization of many persons who are associated with them. Negro parents resent the criticism that they are indifferent to education and the schools. However, this criticism might be unjust because this appearance of indifference often stems from their alienation and poverty-ridden powerlessness within a middle-class educational system. Negro teachers have a low morale because they are usually "shuttled" to predominantly Negro schools or because teaching is the only white-collar job available to them. Negro principals are also demoralized because they must satisfy the sometimes conflicting demands of a white superintendent and Negro teachers. Finally, the slum school students themselves are victimized by the middle-class expectations which they cannot meet. Increased community contact and support, incentive pay for slum school teachers, more guidance counselors, and a reexamination of the curriculum are among the changes recommended for educational improvement.

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